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ABSTRACT

These instructional objectives have been selected from mails submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 692 (Remedial English); ED 033 693 (English [Subject A]); ED 033 694 (English Composition); and JC 710 127 (Grammar and Composition). (MB)

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Instructional Objectives for a Junior College Course in English Composition

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ERIC Clearinghouse for Junior Colleges
University of California
Los Angeles, California

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UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
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INFORMATION

SET 1

English Composition

Unit I

Organization for Writing: Developing a Main Idea

You, as a student, will first need to learn to choose a subject of interest to write about. The best way is to focus attention on a subject you know about and like. Then you will need to narrow down that subject, so you can manage it in a short essay, or even in a paragraph.

In order to limit a subject, you may want to thank about it until you can write in one sentence, or one phrase, what your theme will be about. This sentence is very important - it is the topic sentence or main idea sentence. It gives purpose and direction to what you are writing.

I. Goal: The student will lean to choose a subject he is interested in, to write about.

Objective: 1. In class, the student will make a list of at least ten subjects in which he is keenly interested. Example: football, car engines, travel, etc. Then he will re-list those subjects according to how much he already knows about them. These should be the subjects he will find it easiest to write about. 50

II. Goal: The student will learn to narrow down a subject so that it could be handled in a short essay.

Objective: 2. In class, using the top three subjects from Objectives #1, the student will be able to write out in a key phrase or sentence, a specific approach to each subject. 50

Objective: 3. Out of class: Given a list of ten subjects, the student will write three narrow-down approaches to each subject stated in a key phrase or sentence. At least 20 of the phrases he writes should be correct. 66

Example:
Fishing - How to Tie a Fly
What to Fish for in Lake Wallenpaupack
Fishing is my dad's dangerous hobby.

III. Goal: The student will learn to write a thesis (main idea) sentence for an essay on a specific subject.

Objective: 4. In class: Given a list of ten specific subjects, the student will write at least two correct topic (main idea) sentences for each subject. 80

Unit II

Organization for Writing: Building a Paragraph

A sentence can develop an idea, or state a main idea, as we have learned in Unit I. However, most ideas require more than one sentence for full expression. Sentences build into paragraphs, and paragraphs are the working units of an essay or theme. A good expository paragraph is an organized unit of composition, a planned discussion of one topic or one part of a larger topic.

Normally a paragraph includes: (1) some material introducing the subject, (2) development which may break into divisions and even subdivisions, and (3) sometimes, but not always, a conclusion. Briefly, it can consist of that all important topic (main idea) sentence, supporting sentences, and perhaps a concluding statement. The important thing is learning how to put these elements in order, so that they support the main idean you have.

I. Goal: Student will be able to write a topic sentence for a paragraph on a specific subject.

Objective: 1. In class: Given a list of twenty specific subjects, the student will be able to write a hypothetical topic (main idea) sentence correctly for 15 out of twenty subjects. 75

II. Goal: The student will be able to identify a topic (main idea) sentence within the context of a written paragraph.

Objective: 2. Through the use of an overhead projector, in class,

paragraphs with numbered sentences will be presented the students. The student will choose the topic sentence correctly in the ten paragraphs presented. He will indicate this by writing the number of the topic sentence on a test paper given to him for this purpose. 70

3. Out of class: The student will read "Do College Students Drink Too Much," in College Reading. For each of the twenty-seven paragraphs in the essay, he will write out the topic sentence for each paragraph, to hand in. 80

III. Goal: Student will be able to structure a paragraph, so that the contents will appear in logical order.

Objective: 4. In class: Given hand-out sheets containing five jumbled paragraphs, with numbered sentences, the student will indicate the correct pattern for the paragraph by re-ordering the numbers. To do this he will pick out the topic sentence first, then the supporting sentences in order of progression, then the concluding sentence.

Unit III:

Writing an Essay

The paragraphs you have written in the preceding unit, can really be viewed as mini-essays. Essays contain about the same basic elements: (1) Introduction, (2) supporting material, (3) conclusion. Just as a paragraph consists of a pattern of sentences, an essay consists of a pattern of paragraphs.

Now that you have learned to narrow down a topic (Unit I) and to write it up in paragraph form (Unit 2), you are going to write an essay. This is something you've done very frequently in the past, but perhaps, with not quite as keen an eye to structure and organization. An essay can be organized in a number of different ways. The most common structural plans are as follows: Direction (Process), Definition, Classification, Comparison and Contrast, Illustration, Analysis, Persuasion. We will

read essays of all of these types and write essays of most of these types. The structural plan for an essay generally depends upon its communicative purpose.

I. Goal: The student will learn the types of essays written, and the purpose of each.

Objective: 1. Given a list of 7 types of essays, in class, such as described either in Plain English or Reading for College, the student will be able to write a one-sentence definition of purpose for each of these types. 60

Objective: 2. In class: Given a list of 7 types of essays, the student will match each type of essay with a suggested topic. 80

II. Goal: The student will be able to develop a topic sentence for each of the seven types of essays.

Objective: 3. In class, given a list of five subjects, the student will be able to write a main idea (topic) sentence for a possible paper of each of the seven types of essays. (Total response: 35 main idea sentences) 70

Example: Subject - House Fires
Definition: The Insurance Underwriters' Association of America lists four most frequent causes of fires in the home.

Unit IV

The Directions Paper

An Essay which gives the reader directions on how to do something, is called a directions essay, or a process essay Giving directions is not easy unless you understand two things: how to do what ever it is, and how to get that knowledge across to someone else. Choose something to write about that you know how to do perhaps better than anyone else, like getting your little brother to eat carrots, or playing touch football without getting dirty.

I. Goal: The student will learn how to write a main idea sentence for a directions essay.

Objective: 1. In class, the student will write a main idea sentence for a paper giving directions, on ten suggested topics. He will have at least five of the ten sentences correct. 50

II. Goal: The student will learn how to order steps in giving directions, so that they are easy and sensible for the reader to follow.

Objective: 2. In class, the student, given a list of plans for five different papers giving directions, will re-order the numbered steps under each of the five topics. The order must be logical and sequential with the process involved completely explained. He should have at least three out of the five topics, correctly ordered. 66

3. Out of class: Given a list of three topics for a paper giving directions, the student will write a list of eight steps which could be used in a 400-500 word directions paper, for each of the three topics. The steps should be accurately ordered for at least two of the topics. 66

4. In class: Using a main idea sentence of his own choosing, the student will write a list of ten correctly ordered steps for use in a 400-500 word paper on directions. At least six of the steps should be correctly ordered. 60

III. Goal: The student will write a paper giving directions on how to do something.

Objective: 5. Outside of class: The student will write a 400-500 word paper giving directions on how to do something. The paper will include a main idea sentence and at least eight steps in the process, arranged in a logical and sensible order. The student may use some research material if he fears that his directions may be inaccurate without verification. 70

Unit V:

The Definition Essay

Definition is a convenient and natural technique for developing your ideas in a theme. In your college writing you will frequently need to use words and phrases that have various meanings, or shades of meaning.

If such terms are the key to an entire essay, define them in the opening paragraph. If they introduce supporting ideas, define them at the beginning of the appropriate subdivisions of your theme. In either case, you can eliminate any possible misunderstanding of your meaning by the reader.

When you are asked to write a paper of definition, you will probably be expected to deal with words like loyalty, courage, love, democracy. It is impossible to really define these words, and you do not need to define them in any sort of absolute terms. Instead, your job is to make it perfectly clear what the word means to you on the day you are writing your paper. For example, if you are defining cowardice, you must be definite enough in your essay, that anyone reading it may be able to say, "Well, by this definition, Jeff is a coward, and Felice is a coward, but Noel is not a coward." In this paper, you start with a generalization: in fact, your main idea sentence will probably be a generalization. Your examples, however, must be very specific and concise.

I. Goal: In order to write a definition essay, the student must first learn what is meant by movement from general to specific.

Objective: 1. Given a list of twelve groups of words, in class, the student will number each of the groups of words in order, from the most general to the most specific. He should be able to do this accurately for at least eight out of the twelve groups. 66

2 1 3 4

Example: building, shelter, school, classroom building

Objective: 2. Outside of class, the student will read the sample essay, "Slang and Its Relatives," by Paul Roberts, page 169 in College Reading. The student will first list the main idea sentence of the essay, then the subdivisions which define slang and give examples. He should be able to list at least 3 subdivisions out of the six. 50

II. Goal: The student will be able to develop a main idea sentence for an essay on Definition.

Objective: 3. In class: Given a list of ten possible topics for a definition paper, the student will write a main idea (topic) sentence for all ten topics. The main idea sentence should include these three elements: (1) the term being defined, (2) the general class the term belongs to, (3) the way the term will differ from other terms. 70

Examples:
Loyalty - 2 3
Loyalty is a determination not to abandon the people you love.

Love - 2 3
Love is a feeling that cannot happen to selfish people.

III. Goal: The student will be able to plan and write a definition paper of 400-500 words.

Objective: 4. In class, the student will develop a plan for a definition paper of 400-500 words, by writing a main idea sentence, and then giving examples (at least 5) of "what the term is" and "what the term is not" (see p.83, Plain English). He should use a topic he already knows something about, so that research is not required; of the ten examples he lists, at least 5 must be accurate and must stem from the main idea sentence. 50

Objective: 5. Outside of class: The student will write to hand in, a 500 (approx.) word essay of definition, on one of three topics to be assigned in class. The essay must include a main idea sentence that is somewhat general, and at least three paragraphs of specific material related to the definition. 80

Unit VI

The Comparison Essay

The kind of explanation that points out similarities and differences between two things is called a comparison. You are comparing whenever you explain something by contrasting it with something familiar to you, as comparing a new girl with your old girlfriend. The device of comparison and contrast often makes us understand things better. For instance,

comparing and contrasting two movies you really like, not only helps you understand the movies better, but also the reasons why you like them.

It is important to define your purpose in making comparisons. When you choose a topic for a comparison paper, you consider not only what you will say, but also why you want to say it. You'll have an easier time writing if you choose two things which at first appear to be very much alike (frogs and toads) rather than two things which are extremely different (fleas and elephants).

I. Goal: The student will learn to narrow down and revise a topic for a comparison paper, so that it can be handled in about 500 words.

Objective: 1. In class: Given a list of 15 topics for papers of comparison, the student will revise each topic so that it can be better handled in a paper of 500 words. He should revise correctly 10 out of 15 topics. 66

Objective: 2. Out of class: Given a list of twenty topics for a comparison paper of about 500 words, the student will write a main idea sentence for each topic. The main idea sentence should present both likenesses and differences to be covered in the essay. The student should be able to write at least ten out of the twenty correctly. 50

II. Goal: Student will learn effective patterns of order for a comparison paper.

Objective: 3. In class: Given a list of five comparison topics, the student will make a chart for each topic indicating the development of the topic for a comparison paper of about 500 words. (See pp. 90-96, Plain English) 66

Objective: 4. Out of class: Student will read the three comparison essays on pages 245-265 of College Reading. The student will then outline the order of ideas in each essay, in the form illustrated on page 111 of Plain English. 75

III. Goal: Student will be able to write a good comparison essay of about 500 words.

Objective: 5. In class: Given a list of ten topics for a comparison paper, the student will write a good introductory and a good conclusion paragraph for three out of the ten topics, to hand in later. 66

Objective: 6. Taking one of three topics developed in Objective 3, the student will write a comparison paper of about 500 words on that topic. Paper must have a good introductory paragraph, a good conclusive paragraph, supporting material in correct order, and selected likenesses and differences of the topic involved. (Out of class) 70

Unit VII:

The Classification Essay

Explaining one term equals a definition. Explaining two somewhat similar terms equals a comparison. Making a connection between a number of things that are somehow related to each other equals a classification. You are writing a theme of classification whenever you explain things by sorting them into piles and resorting them into smaller groups.

In a classification paper, the main idea (topic) sentence will show the direction your paper will take, but it will not show where the paper will end. A good main idea sentence will tell what is being classified (the topic), what method of explanation the paper will use, (classification), and the point of view your paper will take (what the first division is based on). One of the easiest ways to begin a classification paper, once you have chosen a topic, is to sketch a chart of the direction your classification will take.

I. Goal: The student will be able to choose a subject for classification and decide how to handle it in an essay.

Objective: 1. In class: Given a list of ten possible subjects

for classification, the student will write a main idea sentence for each subject. Each topic sentence must indicate the point of view the paper will take. 90

Example: College Girls
College girls are either fat intellectuals, skinny intellectuals, or sorority members.

II. Goal: The student will be able to examine a sample theme of classification, and to descern the main idea and point of view.

Objective: 2. Out of class: The student will read the classification essay, "Love According to Madison Avenue," by Morton M. Hunt, pp. 37-50 in College Reading. Given an in class test of ten questions on the structure and point of view of the essay, similar to the questions in the book listed at the end of the essay, the student will be able to answer at least seven of the questions correctly. 70

III. Goal: The student will be able to plan and write a classification essay.

Objective: 3. In class: Given a list of four subjects with main idea sentences, the student will draw a chart (Plain English, p.120) illustrating the possible development of each subject as a classification essay. At least three of the four charts should be accurate and correct. 75

Objective: 4. Out of class: Given a list of four possible topics, the student will write a 400-500 word classification essay. It will include a main idea sentence, which also indicates the point of view of the paper, and at least four paragraphs of supporting material 80

Unit VIII

The Analysis Essay

Analysis is a method of explaining; it involves understanding a while thing by examining it piece by piece. While classification subdivides, labels the subdivision, and subdivides again, analysis studies the separate parts of something as they contribute to the whole. For example, you classify kings of automobiles, but to find out how a car works, you analyze its parts.

There are basically two kinds of analysis, operational and causal. Operational analysis is like the direction or process paper - it explains how something works, how a bill becomes a law, etc. Operational analysis is concerned simply with how things happen as they do; not why they happen, or whether they should operate differently.

Causal analysis explains why something turned out a certain way. It is very often a look backwards. If, for example, you want to know why you have no money on Saturday night, you look back and analyze the situation: so much for gas, so much for food, so much lent to Joe, etc. Remember, all analysis only explains - it doesn't argue or take sides.

I. Goal: The student will learn to write a main idea (topic) sentence for a paper on analysis.

Objective: 1. In class: Given a list of ten subjects suitable for an analysis paper, the student will write a possible main idea (topic) sentence for each subject. Each main idea sentence must show what the whole is, and what parts make up the whole. 80

Example: Blood Circulation
The circulatory system is composed of the heart, the arteries, the veins, and the lungs.

II. Goal: The student will be able to make a plan that can be developed into an analysis paper.

Objective: 2. In class: The student will choose two subjects that he knows something about, which are suitable for an analysis paper. It may be causal or operational in approach. The student will write a main idea (topic) sentence for each subject, and will develop a paper plan for each subject according to the form on page 153 of Plain English. Each plan will include: the main idea sentence, suggestions for three supporting paragraphs, and a concluding sentence. 60

III. Goal: The student will be able to write an analysis paper.

Objective: 3. Outside of class: Using one of the plans developed Objective #2, the student will write an analysis paper of 400-600 words. It will include a main

idea sentence, at least 3 supporting paragraphs, and a conclusion. 80

Unit IX

The Persuasion Essay

You have probably learned what you know about persuasion without giving it too much thought. Children are natural persuaders, and the ability to behave in order to get what you want began very early in life. In writing, however, persuasion is a bit different. The effectiveness of a written persuasion depends just as much on how you organize the paper, as on the kind of language you use. Your aim is to get your reader to do something or to believe something. If your paper succeeds, it should result in either changed action or attitudes. But, unless you are writing about something you really believe in yourself, you will find it hard to totally convince others.

As you are choosing a topic, it may be beneficial to consider these four questions:

1. Do I really believe **in** it myself?
2. Is it broad enough to interest other people?
3. **Is it** narrow enough to be covered in a short paper?
4. Are there enough people who disagree with me to make my efforts worthwhile?

I. Goal: The student will be able to write or revise a main idea sentence for a persuasion paper.

Objective: 1. In class: Given a list of 30 main idea (topic) sentences, the student will decide whether the sentence is acceptable or not acceptable for a persuasion paper 60

Objective: 2. In class: Given a list of ten main idea sentences, the student will revise each sentence to make it acceptable for a persuasion paper. The revised sentences will both state a conviction, and arouse interest. 60

Example: Tear gas is often used against college protestors.

Revision: In a university confrontation between police and protestors, the absolute rule should be: lay down the gun, use the tear gas can.

II. Goal: The student will be able to develop a persuasion paper with supporting evidence, fact, or opinion.

Objective: 3. In class, given a list of twenty main idea sentences for a persuasion paper, the student will list a relevant and persuasive supporting example for each main idea sentence.

Objective: 4. In class, given a list of six arguments, the student will list two examples each, of reasons pro and reasons con each argument. Then, the student will list a third example which will weigh the argument in the direction he prefers. (Total of five responses to each of the six arguments) 80

III. Goal: The student will be able to write a persuasion paper.

Objective: 5. Outside of class: Given a list of three topics, the student will write a persuasion paper of 400-500 words on one of the topics. Regardless of what view the student takes, he will show evidence of weighing the opposite view in at least two paragraphs. The concluding paragraph of the paper must wholly support the student's preferred view. 80

Unit X:

Your Essay

I. Goal: The student will be able to plan and write an essay on any topic he chooses and using any pattern he chooses.

Objective: 1. In class: The student will write two main idea sentences for each of the following patterns of development: Persuasion, Analysis, Definition, Direction, Comparison. Total: ten sentences. 80

Objective: 2. Taking three of the main idea sentences developed in Objective #1, the student will make a plan for developing each topic sentence into an essay. (Use form for plan shown in Plain English, p.111) 66

Objective 3. In class: Using one of the plans developed in

Objective #2, the student will write a clear introductory and a clear conclusive paragraph for the topic and approach he has chosen. He will use the criterion for an introductory paragraph as described in the appropriate objective for the unit on the pattern of essay he has chosen. 80

Objective: 4. Out of class, the student will write a 600-800 word essay, using the plan from Objective #2, and the paragraphs from Objective #3. Depending upon the pattern of development he has chosen he will abide by the criteria described in the last objective for the unit explaining either Direction, Definition, Comparison, Classification, Analysis, or persuasion. 90

SET 2

ENGLISH COMPOSITION

UNIT I

Style

Style is, above all else, a mystery. It is that hard-to-define quality of excellence and distinction in expression. Compounded of many things, style includes the writer's personality, his way of thinking, his choice of words and the length and thythm of his sentences.

I. Goal:

The student, in developing his own style, will learn to express himself accurately and effectively by practicing techniques used in successful writing; i.e. economical and concise language, originality and variety of expression, precise emphasis.

Objective:

1. In class the student will define in 20 words or less the following figures of speech: simile, metaphor, analogy, alliteration.
   100%

2. Given an abstract statement consisting of one sentence, the student will rewrite it in 10 minutes of class time. He will make it less general, more vived, concrete, sharply outlined within terms of familiar experience. 90%

3. Presented with an ordinary object such as a cheese grater, the student will write a creative description of it in 15 minutes of class time.

   50 to 100 words 90%

4. Outside of class the student will write clear, concise directions as to how to perform a familiar action such as changing a flat tire or loading a camera.

   150 - 300 words 100%

UNIT II

Grammar

In order to use the language effectively, the college student must have a particular knowledge as well as a general knowledge of how the language works, for, although failure to observe conventional usage of language does not ordinarily interfere with the "plain sense" of the communication, it cripples the effectiveness of the message and perhaps alienates the reader.

I. Goal: The student will know and be able to implement the rules for capitalization.

Objective:

1. Given a series of 50 multiple choice items which demand a knowledge of the rules of capitalization, the student will be able to correctly answer at least 40 of them correctly.

   10 min.

II. Goal: The student will know and be able to implement the conventional uses of the comma.

Objectives:

1. The student will list in class the 3 basic "rules" for the use of the comma. in five minutes.
   100%

2. Given a passage consisting of 15 lines in class, the student will punctuate it with no more than 5 errors in 5 minutes.

III. Goal: The student will know and implement the conventional rules for the construction of sentences.

Objectives:

1. The student will know and be able to recite in class the distinction between fragmentary and run-together sentences.

   100%

2. Given a series of 25 sentences in class, the student will correctly identify those which are correct, those which are fragmentary and those which are run-together.

   Time: 15 min. 85%

IV. Goal: The student will be able to implement rules for the agreement of subject and verb in long complicated sentences.

Objective:

1. Given a series of 20 sentences, the student will supply the correct verb form in at least 18 of them.

   Time: 7 min.

V. Goal: The student will know and implement rules governing reference of pronouns and modifiers.

Objective:

1. Given a series of 25 sentences the student will distinguish between those which demonstrate correct pronoun reference and those which don't. If reference is faulty he will correct it.

   Time: 15 min. 90%

2. Given a series of 15 sentences the student will indicate which have misplaced modifiers. He will revise the sentence to make it correct.

   Time: 15 min. 90%

VI. Goal: The student will know and implement the concept of coordination and subordination of ideas in sentences.

Objectives:

1. Given a series of 10 sentences the student will label them according to the following key:

   (a) Proper coordination of ideas
   (b) Faulty coordination of ideas
   (c) Proper subordination of ideas

   Time: 5 min. 80%

2. Given a series of 5 sentences which demonstrate faulty coordination, the student will rephrase one of the coordinate ideas in a subordinate construction.

   e.g. College admissions officers, who are close to the problem, advise early application.

   Time: 5 min. 80%

VII. Goal: The student will understand and be able to implement the concept of parallel construction.

Objectives:

1. Given a series of 20 incomplete sentences, the student will be able to choose the completion which parallels the first part of the sentence.

   e.g. Good driving is as much a matter of courtesy as
   a. skill
   b. of skill

   10 min. 85%

2. Given a passage of 15 lines in which the sentences are monotonous and choppy, and in which equal stress is given to important and unimportant ideas, the student will revise and combine sentences, subordinating the less important ideas and adding transitional words when they are needed for clarity. He will observe the conventional rules of punctuation and will make no more than 5 errors of usage.

   20 min.

UNIT III

The Paragraph

The paragraph is the basic unit of composition. Used as a mark of punctuation similar to the pause in speaking, it is an aid to effective communication. For good writing, therefore, good paragraphs are essential.

The elements of unity, coherence and emphasis found in a good paragraph are the same elements required in a good essay. The student should be aware of the necessity of implementing what he learns about the paragraph on a larger scale within the framework of the essay and the research paper which will be considered in Units V and VI of this course.

I. Goal: The student will understand the function of a paragraph.

Objective:

1. The student will write in class a 100 to 250 word explanation of the origin of the convention of organizing written material into paragraphs. He will consider the following points:

    1. When was the concept of the paragraph first introduced?

    2. What was the first symbol of indentation?

    3. How does the paragraph serve as a mark of punctuation?

    4. Why was it implemented and what are its advantages?

10 min. 75%

II. Goal: The student will know the various types of paragraphs and the characteristics of a good paragraph.

Objective:

1. The student will be able to recite in class the 3

types of paragraphs. 100%

2. The student will list and define the 3 characteristics essential to a good paragraph.

3 min. 100%

UNIT III

Section A

Unity In Paragraphs:
The Topic Sentence and the Topic Idea

The topic sentence or idea is what gives a paragraph unity and cohesion. It draws the sentences of a paragraph into an organic whole so that the message the paragraph contains is better apprehended by the reader.

I. Goal: The student will understand the function of a topic sentence and will be able to write good topic sentences.

Obejctives:

1. 1. The student will be able to define in 15 words or less a topic sentence.
3 min. 100%

2. The student will be able to define in 15 words or less a topic idea.
3 min. 100%

3. Outside of class the student will write 5 representative topic sentences to be handed in.

100 %

4. Given a series of 5 paragraphs with each sentence numbered, the student will be able to identify the topic sentence or he will be able to state the topic idea in at least four our of five.

10 min.

5. Given an example of a poor topic sentence, the student will participate in class criticism and revision of the sentence.

UNIT III

Section B

Coherence In Paragraphs

The sentences in a paragraph, in addition to being relevant to the topic sentence or idea, must be clearly related to each other so that the reader is carried forward without confusion.

I Goal: The student will understand and implement the concept of coherency in paragraphs, first, in relationship to the arrangement of the material and second, in relationship to the transitions within paragraphs.

Objectives:

1. The student will list in class 6 types of patterns in which sentences in a paragraph may be logically arranged.

   Time: 3 min. 100%

2. Given a paragraph in class which is ineffective because the actions have not been presented in logical sequence, the student will put the individual actions in coherent, logical order.

   5 min. 70%

3. The student will list the 4 most common ways of establishing transitions between sentences in a paragraph.

   3 min. 100 %

4. Given a paragraph in class, the student will underline the words which establish clear connections between statements.

   5 min. 75%

UNIT III

Section C

Emphasis In Paragraphs

Good paragraphs, like good sentences, should begin and end strongly. The problem of emphasis is inherent in the construction of a good paragraph and is usually taken care of automatically if the paragraph is unified and coherent.

I. Goal: The student will be able to write a paragraph which is constructed with the emphasis in the proper place.

Objectives:

1. The student will write a paragraph of 200 - 300 words which builds logically to a climax with its topic sentence at the end.

   To be handed in. 100%

2. The student will write a paragraph of 200 - 300 words which begins with a topic sentence and which ends emphatically with a restatement or enlargement of the topic idea.

   To be handed in. 100%

3. The student will participate in class criticism of anonymous paragraphs and will, with the class, revise them.

UNIT III

Section D

The Full Development of Paragraphs And Transitions Between Paragraphs

Sketchy paragraphs consisting of a topic sentence with a qualifying statement or two convey little or no meaning to the reader. If a topic sentence or topic idea is worth including in a paper it is worth sufficient development to make it meaningful and interesting to the reader.

Once the paragraph is fully developed it must be linked to other paragraphs in an arrangement which is basically logical and effective, so that the reader is led from one unit of composition to the next. Each paragraph must be part of an unbroken chain.

I. Goal: The student will understand and be able to implement the useful methods of developing paragraphs.

Objectives:

1. In class the student will list and describe each of the 4 methods commonly used to develop a paragraph in 25 words or less .

   10 min. 100%

2. Given a series of 8 paragraphs in class the student will label at least 6 of them correctly according to the method of development used in the paragraph.

II. Goal: The student will be able to write a series of 4 paragraphs which are logically and effectively connected to each other.

Objectives:

1. The student will write in class a description of the transitional device commonly used in <u>long</u> papers to link paragraphs.

   3 min. 100%

2. The student will list in class the 3 transitional devices commonly used to link paragraphs in short papers.

   3 min. 100%

3. Outside of class the student will write 4 paragraphs of 150-250 words each which are linked logically and effectively together. Each paragraph is to illustrate one of the 4 methods of development commonly used: particularization, illustration, contrast and comparison, definition.

   90%

4. In class the student will be able to participate in group criticism and revision of unidentified paragraphs which they have written.

   100%

UNIT IV

Choosing A Subject and Outlining A Paper

Many students when writing an essay complain that it is difficult to choose a subject, and even when given a topic, they are uncertain about how to approach it.

Discrimination in choosing a topic is absolutely essential in good essay writing. One must avoid the broad, general subjects which are too comprehensive to be dealt with effectively in a limited essay. The student should, therefore, learn to narrow his topic.

Once a topic is chosen, the student should set himself a design for its development and keep to it so that the finished product gives the impression of a mind at work, observing, thinking and communicating its observation and thought in organized fashion.

Goal: The student will be able to choose a topic suitable for an essay of 300 to 800 words.

Objectives:

1. Given in class 5 broad, general subjects, the student will list 2 specific topics which would logically be derived from each.
   15 min. 80%

2. Given a general topic, the student will write outside of class an introductory paragraph which narrows it to fit the limits of a paper of 300 to 500 words.
   90%

II. Goal: The student will know how to construct outlines for a projected paper.

Objectives:

1. In class the student will list the 5 stages of composition.

   3 min. 100%

2. In class the student will write an explanation of the advantages of writing an outline before starting a paper.

   5 min. 100%

3. Given a short essay, the student will construct outside of class an appropriate informal outline from which it may have been written.
   Not to exceed one side of a piece of binder paper.

   90%

4. Given a series of topics for an essay of 500 - 800 words, the student will choose one and write outside of class an informal outline in preparation for the actual composition of the essay.

   90%

5. In class the student will list the 4 questions he should ask about a projected paper when he is constructing and revising an outline or a first draft.

   3 min. 100%

6. Given a list of 20 items which are to be discussed in a projected paper, the student will place them in 4 logical groups. He must have a reason for each decision that he makes.

   20 min. 80%

UNIT V

The Essay

Good essay writing requires facility in organization, structuring, and clear and interesting expression. The student who masters these skills will be able to complete future tasks involving similar skills, e.g. the report, the speech, the thesis, business letters, and examinations.

For convenience sake this unit is divided into 4 sections each of which deals with one type of essay: Narration, Description, Exposition and Argument.

Section A

Narrative

I. Goal: The student will be able to write a short narrative in which he deals effectively with problems of clarity and structure, form and content.

Objectives:

1. Given a sample narrative of 300 to 500 words, the student will be able to list 10 criticisms based on guidelines for writing a narrative discussed in class. He will consider such points as unity, selection of detail, and relevance of detail, logical structure, effective arrangement, fulfillment of purpose.

   20 min. 80%

2. Outside of class the student will write a 300 to 500 word narrative of "A Significant Day" observing the points listed in the objective above.

   90%

3. The student will revise his narrative on the basis of general remarks made in class discussion and particular notations on his paper

UNIT V

Section B

Description

Practicing description is simply one way of improving general skill in written communication. Description is essentially a re-creation of sense impressions as they have filtered through the writer's mind, selected and arranged for the benefit of the reader.

I. Goal: By writing short descriptions the student will sharpen his perception and develop skill in writing with precision and accuracy. He will learn to arrange details effectively and provocatively.

Objectives:

1. In class the student will write an explanation of the physical point of view and the mental or emotional point of view.

   15 min. 100%

2. Ouside of class, the student will write a description of a person, real or imaginary and will suggest his character and personality by his choice of physical detail in 2 or more paragraphs.

3. After general criticism in class discussion, the student will refer to the specific suggestions on his paper and revise the description he previously wrote. This is to be done outside of class and handed in.

   100%

UNIT V

Section C

Exposition

Exposition employs both narrative and descriptive elements of writing, but it is concerned primarily with the exchange of information, of explanation and of the answers to questions of what, why and how. It must, above all else, have accuracy (completeness, precise choice of words and construction of sentences) and clarity (economy, structure and emphasis).

I. Goal: The student will understand and implement the skills of critical exposition. He will add to the skill of reporting, the power of judgment.

Objectives:

1. Given a specific magazine article, the student will write outside of class a critical exposition of 4 to 5 pages. He will consider the following points:

   1. Are there obvious omissions of necessary fact?
   2. Are there suppressions of evidence?
   3. Does the author answer the question that the subject suggests?
   4. Is the material arranged logically?
   5. Is the style smooth and effective?
   6. Is the author clear?
   7. If the author has failed, the student will point out where and why he failed; if he succeeded, the student will show how he did it.

UNIT V

Section D

Argument

While the emphasis in critical writing is on judgment and evaluation, in argument it is on persuasion. The writer of an argument not only has an opinion, but he wants others to share it. To that end he musters all the logic and evidence he can find to support his view and does his best to find flaws in the logic and evidence of those who think differently.

I. Goal: The student will be able to write a persuasive essay.

Objectives:

1. The student will be able to define orally in class the following terms:

   1. Argument ad hominum
   2. Polemics
   3. Rationalism
   4. Hypothesis
   5. Deductive Logic
   6. Inductive Logic
   7. Evidence

   100%

2. The student will write an editorial article such as might appear in a college newspaper, arguing in favor of a particular solution of a current campus issue or problem. He will observe the following procedure:

   1. Define the issue.
   2. List arguments in support of his point which can be supported by evidence.
   3. Cross those arguments off the list which are unlikely to appeal to the reader, in this case other college students.
   4. List arguments which could be used against his proposition and, if possible, find an answer to each.
   5. Plan the arrangement of the material beginning and ending with strong arguments.

UNIT VI

The Research Paper

Research is the seeking and discovering of new knowledge or of better ways to apply existing knowledge. It is the systematic seeking for new facts, new techniques, new ideas and new theories. The student will be required in other classes and in his future work to employ research techniques on one or all of these levels.

Section A

The Library

A good deal of research finds its sources of information in the library, which, if understood, can be used effectively. The student should acquire familiarity with the actual resources of the library and its mechanisms for making them available, and he should develop the researcher's critical attitude toward his sources.

I. Goal: The student will be aware of the many kinds of reference books available in a good library and will be able to use the card catalogue to find them.

Objectives:

1. Given a list of 8 references books the student will find them in the library and write in outline form the principal facts about each.

   e.g. Current Biography
   1. "Who's news and why"
   2. Useful only for prominent people now
   3. Monthly

   To be handed in 90%

2. Given a series of 20 statements of information in class, the student will choose the best reference tool for each from a companion list.

   10 min. 80%

3. The student will list 5 items of information found in the card catalogue.

   3 min. 100%

4. Given a list of books, the student will write outside of class a description of where they may be found in the college library.

   90%

5. Given a list of 10 influential books published in the last 30 years, the student will choose one and find 3 contrasting magazine reviews or comments about it and he will report the issues over which the reviewers or commentators disagreed in a written paper.

   100%

UNIT VI

Section B

Form - Bibliography and Footnotes

Research papers and manuscripts intended for publication are written according to certain prescribed forms to save editorial time, trouble and expense. Although there are many different forms available, the student will be required to follow the procedures as outlined in the MLA Style Sheet.

I. Goal: The student will follow forms of bibliography and footnotes as prescribed in the MLA Style Sheet when he writes a research paper.

Objectives:

1. Given a list of 10 scrambled bibliography entries, the student will be able to put 9 out of 10 into proper form.

   10 min.

2. Given a list of 10 scrambled footnotes, the student will be able to put 9 out of 10 into proper form.

   10 min.

3. Given the same series of footnotes which appear in objective 2 above, the student will fill in the subsequent references called for.

   e.g. 1 Arthur Taylor, Problems in German Literary History of the Fifteenth and Sixteenth Centuries (New York, 1939), p. 213.

   Write a second reference to note 1.

   10 min. 90%

UNIT VI

Section C

Writing The Paper

The research paper demonstrates the following skills:

1.) the student's familiarity with techniques of discovering all the pertinent information available in the library on a given subject.

2) The student's ability to write successfully on a larger scale than that represented by shorter essays.

3) The student's ability to handle intelligently facts and ideas of others, to sift and sort those facts and ideas, and to draw his own conclusions from them.

4) The student's ability to construct his own inductive generalizations.

I. Goal: The student will be able to utilize resource material effectively in constructing a paper on a topic of his own choice.

Objective:

1. The student will write a research paper of 10 to 15 pages on a topic of his choice. He will implement the skills he has previously learned in this course, and he will follow the form prescribed in the MLA Style Sheet for footnotes and bibliography. His bibliography must include at least 10 references to books and periodicals which he has consulted. The bibliography will handed in with each reference written on a 3 X 5 index card 2 weeks prior to the assigned date for the paper. The student will have no gross gramaticla errors and no more than 3 spelling mistakes. Papers ought to be proofread before they are handed in. The student is to fill out the check list for compositions attached to this section and hand it in with his paper. He must also attach the outline which he used in writing the paper.

100%